DOCUMENT RESUME

ED 098 304 CE 002 364

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TITLE	The Fashion Show; Home and Family Education: 2631.17.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	73
NOTE	22p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; *Clothing; *Clothing Design; Course Content; *Curriculum Guides; Family Life Education; *Home Economics Education; Secondary Grades; Teacher Developed Materials
IDENTIFIERS	Fashion Shows; *Quinmester Program

ABSTRACT

The course described in this pamphlet will help the student construct his or her own garments and participate in the planning, preparation, production, and presentation of a show which will include modeling the garment and other variety-type acts. Designed for junior or senior year high school students, it is recommended that he or she successfully meet the objectives of the course "Novice Knowledge in Sewing" or the course "Sew-So-Easy." Included in the course are an outline of the behavioral outcomes with suggested content ideas, learning opportunities, resources, and a course content outline. Appended are a participation preference form and a sample program. (Author/BP)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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THE FASHION SHOW

Home and Family Education--2631.17

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION•1971

THE FASHION SHOW

2631.17

Home and Family Education

Written by

Jean Pierce

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1973

COURSE DESCRIPTION

Using previously acquired sewing skills, the student will construct his or her own garment(s) and participate in the planning, preparation, production and presentation of a show which will include modeling the garment(s) and other variety-type acts.

COURSE ENROLLMENT GUIDELINES

This course is for junior or senior high school students and is not a beginning sewing course. The student should have had previous sewing experience. It is recommended that he or she has successfully met the objectives of the course, Novice Knowledge in Sewing and/or the course, Sew-So-Easy.

RATIONALE

In addition to the opportunity to further develop sewing skills, The Fashion Show offers opportunities for students to explore many areas of interest such as designing, costume making, art work, creative writing, modeling and dancing. Since the final production presented to the community depends upon the cooperative efforts of many, the experience of working together toward a common goal is invaluable.

FOREWORD

This course of study has been developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. The wealth of activities and resources are intended to be examples from which the teacher can select those that best meet the needs of the students. To facilitate continuity it is recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid in future revision. This course of study was developed under the direction and leadership of Mrs. Martha Lee La Croix, Supervisor, and Mrs. Margaret Hein, Teacher on Special Assignment, Home and Family Education. Sincere appreciation is extended to Richard L. Morehead who served as a consultant in the writing of this course of study.

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MAJOR GOALS

1. The student will design and/or follow a pattern to construct one or more garments suitable for modeling in a fashion show.

2. The student will model the garment(s) in a fashion show planned and produced by the classes.

3. The student will explore the areas of sewing and modeling as an enjoyable leisure time activity with occupational possibilities.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Design or choose a pattern for one or more garments to be constructed and modeled.

2. Construct the garment(s) to be modeled.

3. Participate in determining a theme and title for the fashion show.

4. Combine, organize and work on ideas in preparation for the fashion show.

5. Assume responsibility for one or more specific tasks related to staging the fashion show.

6. Perform in the fashion show modeling his or her garment(s) which has/have been constructed.

COURSE CONTENT

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I. Ideas for pattern selection

- A. Types of garments to be constructed and modeled
- B. Designing a pattern
- C. Changing an existing pattern

II. Constructing the garment

- A. Pinfitting the pattern
- B. Pattern alterations
- C. Placing the pattern pieces
- D. Cutting and marking techniques
- E. Reasons for staystitching
- F. Correct way to make darts
- G. Following the pattern guide sheet

III. Determining a theme

- A. Stimulate ideas through discussion
- B. Discussion of appropriateness and appeal
- C. Student vote

IV. Organizing the show

- A. Selection of music
- B. Organization of skits, background scenery and costumes
- C. Publicity Committee
- D. Costume Committee
- E. Writing Committee
  1. Script for Master of Ceremonies
  2. Select and complete comedy or other routines
  3. Outline for show

V. Staging the show

- A. Tryouts for Master of Ceremonies and Narrators
- B. Program organization and assembly
- C. Props
- D. Lighting techniques
- E. Sound technology
- F. Makeup for stage
- G. Art work for background scenery
- H. Organizational plan
- I. Stage crew responsibilities
- J. Ticket selling contest
- K. Ushers

VI. Performing

- A. Class rehearsals
- B. Modeling techniques
- C. Modern dance routines
- D. Dancing lessons
- E. Choreography
- F. Performance

VII. Evaluation

BEHAVIORAL OUTCOME: 1. Design or choose a pattern for one or more garments to be constructed and modeled.

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SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Provide ideas for pattern selection by displaying samples of garments used in previous show. Use pictures of types of garments and scenes from previous shows to illustrate specific types of garments to be made and modeled. (Suggestion: organization and rehearsals are easier if all members of one class model one type of garment, two groups if class is large.) Show techniques for changing or designing a pattern. Provide opportunities for using pattern catalogs. Control pattern selection through requirement of teacher approval.	Observe a display of garments and pictures of garments produced for previous fashion shows. Select specific types of garments to be constructed and modeled in a portion of the show. Observe demonstration(s) of various techniques for changing and designing a pattern. Design an original pattern for a garment to be constructed and modeled. or Select a pattern for a garment to be constructed and modeled. Obtain approval of the teacher for the selection before beginning construction of the garment.	Garments from previous shows Pictures of garments from previ shows Pictures of previous fashion sh McCall's Patterns Simplicity Patterns Teacher demonstration for chang or designing a pattern

BEHAVIORAL OUTCOME: 2. Construct the garment(s) to be modeled.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Pinfitting pattern Students pin pattern together and let teacher check for fit. Basic pattern alterations Procedures for placing pattern pieces Correct cutting and marking techniques Reason for staystitching Correct way to make darts Instructions for following a pattern guide sheet (Students have had previous sewing experiences.)	Fit the pattern and make any necessary alterations. Prepare layout and have it checked by teacher. Cut and mark fabric. Complete staystitching and darts. Finish construction of garment following the pattern guide sheet.	Enjoying Family Living pp. 319-322 Steps in Clothing Skills pp. 284-299 Teen Guide to Homemaking pp. 130-137, pp. 142-143 Film loops: Using a Pattern Cutting and Marking Laying the Pattern Cutting Techniques Marking Techniques Darts: Horizontal and Curved Darts: Vertical

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BEHAVIORAL OUTCOME: 3. Participate in determining a theme and title for the fashion show.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Stimulate ideas for themes and titles through discussions of fashion shows or musical comedies which students have already seen. Use magazines, newspapers and books to locate and identify possible themes and titles. After discussion, select the best three or four and submit this list of proposed themes and titles to be voted on by the students for final selection.	Participate in class discussion of previous shows seen by class members. Work as a member of a small group to list suggestions for themes and titles for the show. Serve on a committee to evaluate suggested themes and titles.	Articles from newspapers and magazines Plays: A Fashion Week-End Cotton Show Boat Junior's Fashion Revues Miss Modern Cinderella Styles Around the Clock Turning Fashion's Pages Your Fashion Hit Parade

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BEHAVIORAL OUTCOME: 4. Combine, organize and work on ideas in preparation for the fashion show.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Complete Fashion Show Participation Preference Form.	Appendix: Fashion Show Participation Preference Form
Popular music	Serve as a member of a small group to prepare a list of suggested song titles to be used for music in the show.	Movies, radio, T.V. programs, rec and tapes
Creative writing Skits (comedy) Ideas for developing theme Sketches for art work (background scenery)	Participate in a series of group discussions to complete one or more of the following: 1. Write original skits to be considered for periodic entertainment throughout the show. 2. Present ideas for developing the theme of the show. 3. Submit a list of suggestions for special effects or props which would be appropriate. 4. Plan and make a sketch for background scenery.	Pamphlets: How to Make a Fashion Show Art teacher Drama teacher Journalism teacher
Publicity media	5. Submit ideas for publicity such as public address announcements and/or skits, samples of posters and other advertising media.	
Publicity media	Serve on the publicity committee to make posters which are eye-catching to be placed around the school; and originate interesting ideas for letting everyone know about the show, including Public Address announcements with skits.	Ideas submitted by previous grou Posterboard, paint, Public Addres system

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BEHAVIORAL OUTCOME: 4. Combine, organize and work on ideas in preparation for the fashion show. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Costume making Costumes too difficult to make may be rented at special rates in exchange for mentioning the store's name on the program. School discounts are given at some stores. Donations are rare but possible from parents who own decorator shops. It is suggested that students who list costume making as first choice be scheduled into the same class so that one instructor can work with them as a separate class. Work on costumes should begin as soon as it is determined what costumes need to be made. Begin working on wardrobe for fashion show as soon as costume needs have been determined.	Work as a member of the costume committee to prepare costumes needed for special acts and dancing groups.	How to Make Costumes for School Plays and Pageants Local fabric stores Decorator shops Local costume shops Old patterns Old sheets, curtains or bedspre
Creative writing Students who are good writers can be selected from those who presented the best original skits. English department may recommend students who show talent in this area.	Serve as a member of the Writing Committee to select the best comedy or other routines submitted, edit scripts or directions, prepare an outline for the show and develop a script for the Master of Ceremony and Narrators.	Scripts submitted by students English department

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BEHAVIORAL OUTCOME: 5. Assume responsibility for one or more specific tasks related to staging the fashion show.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Public speaking	Participate in tryouts for Master of Ceremony and Narrators.	Teachers from Drama and Debate
Solicit judges from other departments (drama and debate).	Using the outline prepared by the Writing Committee, write a program listing each act and its performers in order of appearance, giving recognition for special help such as dance instruction, and submit it to the typist for printing.	Sample program in Appendix
(It is suggested that two or three students be selected to share responsibilities, possibly from each grade level. This can provide experienced announcers for next year's show.)		Typist (Teacher Aide, office personnel or student)
Program organization	Ask the art committee to submit sketched ideas for the cover.	
Program assembly	Work as a member of the Program Committee to assemble the printed program.	
Some props can be made by art committee from cardboard.	Serve as a member of the Props Committee to locate costumes, clothing, wigs and other props needed for staging the show.	Articles brought by students
		Goodwill stores
		Costume shops
Lighting techniques	Serve as a member of the Lighting and Sound Crew and attend all rehearsals.	Audiovisual chairman
Sound technology (Most schools have a group of capable boys who are trained to operate both lights and sound by an instructor who is usually audiovisual chairman.)		
Models will be responsible for their own makeup.	Work as a member of the Makeup Committee to prepare character players for their roles.	Drama department

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BEHAVIORAL OUTCOME: 5. Assume responsibility for one or more specific tasks related to staging the fashion show. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Makeup application for stage performances, applying false eyebrows, mustaches and beards		
Art work If students who select art as first choice can be scheduled into the same period, an instructor may be assigned to the group as one of his art classes. Art work should begin as soon as background has been selected. Art Department will usually furnish paint and brushes, and give direction to students. Display paper may be purchased. Old sheets donated by students may be used instead of paper.	Serve as a member of the Art Committee to prepare background scenery.	Art instructor Paint supplies Display paper Commercial display companies Old sheets sewn together Organizational plan from previous fashion shows
Self-discipline Remind students that noise, confusion and disorder can ruin an otherwise excellent performance. Make students fully aware of the organizational plan and of the penalty for not cooperating.	Write a complete Organizational Plan listing stage crew and their detailed responsibilities. Work as a member of the stage crew to operate curtains, change scenery and get performers on and off stage according to the Organizational Plan.	

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BEHAVIORAL OUTCOME: 5. **Assume responsibility for one or more specific tasks related to staging the fashion show. (continued)**

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Give a prize to the person who sells the largest number of tickets. (Prize may be awarded at end of the show when other honors are announced.)	Participate in a ticket selling contest. Serve as an usher at the performance.	

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BEHAVIORAL OUTCOME: 6. Perform in the fashion show modeling his or her garment(s) which has/have been constructed.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Modeling, comedy, dancing, costume making, art work	Assume one or more roles indicated in the fashion show script.	
Class rehearsals It is suggested that the music for the entire show be on tape. (Red tape may be spliced between numbers where stops are necessary, green for continuous running.) (Music for rehearsals should be duplicate recording of the master tape which will be used for the show.) <u>The master tape should not be used for rehearsals!</u>	Participate in rehearsals scheduled during class periods rehearsing with music selected by students who are modeling.	Tapes, records, record players, tape players
Select from approved music for the show. Music should be appropriate to clothing modeled. For example, snappy music for sportswear and slower music for evening apparel. Modeling may be done individually, in pairs or by entire group. Use as much variety as possible to keep the audience interested.		
Modeling techniques	Observe a representative from a modeling agency who will show the various aspects of modeling.	Representative from modeling scho or agency

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BEHAVIORAL OUTCOME: 6. Perform in the fashion show modeling his or her garment(s) which has/have been constructed. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Modern Dance routine	Observe a modern dance instructor during class rehearsals noting graceful movements and positions which can be combined with modeling techniques.	Modern dance instructor
Dancing lessons Jazz, rock or swing Contact a dance studio near the school and work out an arrangement for dance instruction. Some studios do charity work. If students who listed dancing as first choice can be scheduled into the same class period, it will be easier to give the dancing lessons.	Participate in a jazz or rock dance routine.	Local dance studio
Choreography Students who are taking dancing or who have a natural talent for choreography should be encouraged and given recognition for choreographing a number.	Choreograph a routine for the show using modern dance, jazz, rock or a combination of any of the dances. Perform in the show.	Talented students

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BOOKS

Barclay, Marion S. and Champion, Frances. Teen Guide to Homemaking. First Edition. New York: McGraw-Hill Book Company, Inc., 1961.

Cross, Aleene. Enjoying Family Living. New York: J.B. Lippincott Company, 1967.

Dunn, Lucille, Bailey, Annetta and Vansickle, Wanda. Steps in Clothing Skills. Peoria, Illinois: Charles A. Bennett Company, Inc., 1970.

Lilley, Agnes. How to Make Costumes for School Plays and Pageants. Service Bureau of Rit Products Corporation, Indianapolis, Indiana 1946..

PAMPHLETS AND LEAFLETS

A Fashion Week-end. Gillum Publishing Company, 400-408 Woodland Ave. Kansas City, Missouri.

Cotton Show Boat. Gillum Publishing Company, 400-408 Woodland Ave. Kansas City, Missouri.

How to Make a Fashinon Show. McCall's Patterns Educational Service, 230 Park Avenue, New York, N.Y. 10017.

Junior's Fashion Revues. Gillum Publishing Company, 400-408 Woodland Ave. Kansas City, Missouri.

Miss Modern Cinderella. Gillum Publishing Company, 400-408 Woodland Ave. Kansas City, Missouri.

Styles Around the Clock. Gillum Publishing Company, 400-408 Woodland Ave. Kansas City, Missouri.

Turning Fashion's Pages. Gillum Publishing Company, 400-408 Woodland Ave. Kansas City, Missouri.

Your Fashion Hit Parade. Gillum Publishing Company, 400-408 Woodland Ave. Kansas City, Missouri.

AUDIO-VISUAL MATERIALS

Film Loops

Curry, Brenda. Basic Clothing Construction Series. Indianapolis, Indiana D.C. Heath and Company: $20 each, $540 series.

AUDIO-VISUAL MATERIALS (Continued)

Film Loops (continued)

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Using a Pattern

Cutting Technique

Marking Technique

Darts: Horizontal and Curved

Darts: Vertical

Cutting and Marking. New York: McGraw-Hill Book Company, $22.95.

Laying the Pattern. New York: McGraw-Hill Book Company, $22.95.

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FASHION SHOW

PARTICIPATION PREFERENCE FORM

Please check the activity in which you would like to participate. If you wish to take part in more than one, indicate your first, second or third choice by placing a 1, 2, and 3 next to the activities selected.

MODELING_____

ART_____

COSTUME MAKING_____

DANCING

MODERN_____

JAZZ_____

ACROBATICS_____

SPECIAL TALENTS

Please list:

1.
2.
3.

OTHER ACTIVITIES

Please list:

1.
2.
3.

I AM TAKING:

Dancing now_____

I HAVE TAKEN DANCING:

1 year_____

2 years_____

Over 2 years_____

NOTE: This form may be used during subject selection to aid in determining student interest, in organizing subject offerings, and as an aid for attracting students.

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OUR THANKS TO:

Gwen's Conservatory of Dance
4031 S.W. 99 Avenue, Miami - 221-1115
2480 S.W. 87 Avenue, Miami - 226-5322

Harts Nursery 2650 S.W. 97 Avenue

Mrs. Arenas.....Make up
Miss Escudero.....Models
Mrs. Kaptowski.....Cheers

Mrs. Witty	Mr. Smith
Mr. Miller	Miss Warner
Mrs. Fuller	Mr. Stevens
Mr. Forte	Mr. Williams
Mr. Lewis	Mr. Mitchell

Super Bowl of Fashion

72

Principal: Jim Davis
May 19, 1972
8.00 P.M.

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Advertising (cont.)

Cindy Brown — Susan Puskas
Linda Reinaferberg — Debbie Hoffkins
Alice Sherman — Julie Tito
Lilliam Diaz

COSTUMES

Donna Coffee — Gail Stone
Kathy Forrell — Laura Casals
Judy Forrester — Sherry Baxter
Brandi Pardo — Lilliam Diaz
Tina Porras — Linda Mulholland
Dianna Jam — Joy Thorpe
Cindy Porter — Debbie Copsy
Marcie Straughn — Corinne Attal
Mary Grady — Dolores Barton
Colleen Scott — Julie Tito
Renee Stern — Donna Lilly
Dana Inks — Barbara Sweeney
Abbey Meister — Patty Simmons
Sandra Lantagne

Silk Screening For Football Jerseys:
Doug Boyd — Phillip Stien

Dolphins Helmets by: Debbie Clifton

Makeup: Lenore Shaheen

Choreographer for Models: Nita Fonte

Choreographer for The Golddiggers and Ding-a-Ling Sisters: Gwen's Conservatory of Dance

LIGHTING

Bob Steele — Larry Grusky
Kevin Troxell

SOUND TECHNICIANS

Vaughn Kalarchian — Scott Colton

USHERS

Kathy Martin — Beverly Chesnut

STAGE CREW

Theresa Moncrief — Margie Halpern
Frances Wasserman — Joanne Long
Suzanne Ditore — Diane Dolan

PHOTOGRAPHER

Bob Knight

CHEERLEADERS

Kathy Martin — Kathy Hutchinson
Alina Cenal — Becky Knox
Alice Samitier — Phyllis Monahan
Susan Epperson — Judy Smolenyak
Joanne Gach — Gail Shuman
Beth Buslinger

MARCHING BAND

Mayra Castineira — Silvia Chipka
Regina Perini — Cindy Grant
Lisa Metzker — Mary Moriarty
Linda Scarbore — Karen LaPointe

MAJORETTES

Marie Alvarez — Sophia Buch
Lori Hall — Maria Alvarez

BATON TWIRLER

Debbie Clifton

INTERVIEW

Howard Cosell.....Stacy Smith
Jim Kick.....Caroline Craven
Larry Csonka.....Marianne Warner
Garo Yepperium.....Renee Stern
Referee.....Sue Stroemer

FIRST QUARTER

Puppet Man

Lenora Shaheen — Terry Youghn
Debbie Dawson — Sally Kaufman
Linda Weinstein — Cathy Comer
Cynthia McDuffie

It's Gonna Take Some Time

Ana Gutierrez — Robin Neubauer
Joan Bradley — Ana Vega
Kerry Collins — Brenda Wilson
Sarah Kuether — Barbara Chapman
Debra Gostel

Never My Love

Rachel Orellana
Julie McGuirt — Janis Elliot
Julie Lake — Anita Barton
Lynda Scarbore — Leah Sapp